Universal Learning Standards Alignment Project

**A Guide for Aligning State
Learning Standards with
Dr. Gilbert J. Botvin's
LifeSkills Training Program**

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Introduction

National Health Promotion Associates Inc. has created the *LifeSkills Training* Program Universal Learning Standards Alignment (ULSA) to help providers match the objectives of the *LST* curriculum with state and local learning standard mandates.

The goals of this project are to:

- Identify universal learning standards for the core curriculum areas of language arts, math, science, technology, social studies, family and consumer sciences, and health and physical education.

- Match the objectives of each *LST* lesson with the universal standards identified for each curriculum area.

- Disseminate the ULSA to assist providers to develop strategies that enhance fidelity implementation of *LST* and meet state and local learning standard mandates.

- Respond to provider concerns that teaching the *LST* curriculum during core subjects prevents meeting the state mandated standards and requirements, that *LST* units are additional and redundant to core curriculum, and that *LST* takes time away from other important teaching mandates.

- Identify how the *LST* curriculum meets state mandated; core curriculum learning standards in content and process.

- Identify the key teaching strategies for achieving the standards.

Methodology

NHPA, Inc. recognizes that each state department of education has its specific set of standards and that within the states, individual school districts often have additional requirements. In the ideal, each state would create its own analysis and align the *LST* curriculum to its specific standards and as NHPA continues to work with individual states and localities in their implementation of *LST*, these alignments are being developed.

While this project continues, there is a current need to develop and disseminate a universal tool that can be understood and applied in the many states and localities that do not have the resources to undertake the enormity of the project, but none-the-less need this important data.

NHPA, Inc. has responded to this need by identifying and analyzing the standards established by State Departments of Education in eight geographic areas of the United States. These states are New York, Virginia, Georgia, Minnesota, Illinois, Nebraska, Texas, and, California. In addition to geographic area, states were selected based on size, and current dissemination of *LST*. Common standards were identified in each of the core curriculum areas among the states and these standards were rewritten in language that maintains the intent and integrity of the specific standard. After the universal standards were established, each objective of each unit of the *LifeSkills Training* Program was aligned to the standards in an easy to read matrix.

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Reading the Matrix

A simple table is used to create a matrix illustrating the following alignment factors:

- **LST Lesson Goals and Objectives** which lists the goals and objectives for each lesson

- **Universal Learning Standard** which identifies the standard(s) that the goal or objective meets. Sub-objectives are identified for each standard. These sub-objectives should be used to extend this alignment to meet local requirements or to indicate greater specificity.

- **Performance Indicator(s)** cites an activity or exercise that demonstrates student comprehension of the goal or objective. These exercises and activities are found in each lesson of the *LifeSkills Training* Program Teacher's Manual. In addition, some teachers may make modifications and adaptations to meet local needs. For more information on modifying and adapting activities while maintaining fidelity to the core components of the program see Appendix A: Fidelity and Modifications

- **Cognitive Behavioral Teaching Technique** is the teaching strategy the instructor should use to achieve the performance indicator(s) in learners. These techniques are **Facilitation, Coaching, Behavioral Rehearsal, and Feedback**. The teaching behaviors used in each of these techniques are provided in Appendix B: Teaching Techniques. The NHPA *LST* Teacher Training Workshop is designed to provide support and coaching in these methods, activities, and core components.

The matrix is intended to provide a framework from which local providers can create more specific alignments. It is suggestive, rather than definitive and represents an amalgamation of approaches to the challenges of aligning broad learning objectives to specific needs and standards.

Local providers are encouraged to apply this framework to their specific standards. The benefits of creating a site based alignment include increased teacher understanding and satisfaction with the *LST* curriculum, establishment of meaningful evaluation processes, decreased redundancy in complying with a variety of local, state, and national learning standards, and increased teaching time to apply to other critical classroom instructional needs.

Example

The following example illustrates how to read the matrix to identify which Universal Learning Standard(s), Performance Indicator(s), and Cognitive Behavioral Teaching Techniques are met by the objectives for Level 1: Session 1: Self Image and Self Improvement.

Level 1: Session 1: Self Image and Self Improvement

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Technique
This column will list each session objective stated in the *LST* Curriculum Level Teacher's Manual	This column will identify the key (ex. LA) for the universal learning standard met by the *LST* Unit	This column cites an activity in the *LST* lesson that indicates the performance	This column identifies the teaching method and behaviors that the instructor should employ to achieve the performance indicators
Define self image	LA	Students name adjectives to describe themselves in different settings	Facilitation

For Other Assistance

NHPA, Inc. encourages feedback regarding this project. If you have comments or suggestions that would help NHPA in meeting the objectives of ULSA Project or if you would like further assistance in how to apply these standards, or information about NHPA's other training and technical assistance services, please call us at 1-800-293-4969 EST, email us at lstinfo@nhpanet.com, or visit our website at www.lifeskillstraining.com.

Key Maps

Language Arts Standards	Key Map
#1: Students will read, write, listen, and speak for information and understanding. ▪ Collecting data, facts, and ideas ▪ Discovering relationships, concepts, and generalizations ▪ Apply knowledge from oral, written, media, and electronic sources ▪ Using oral and written language to acquire, interpret, apply, and transmit information	**LA #1**
# 2: Students will read, write, listen, and speak for literary response and expression. ▪ Relate the content of oral, written, and electronically produced texts and performances to their own lives ▪ Develop an understanding of the diverse social, historical, and cultural dimensions represented in the texts ▪ Use oral and written language for self expression and artistic creation	**LA #2**
#3: Students will read, write, listen, and speak for critical analysis and evaluation. ▪ Analyze experiences, ideas, information and issues presented by others ▪ Use oral and written language to present from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues	**LA #3**
#4: Students will read, write, listen, and speak for social interaction. ▪ Use oral and written language for effective social communication with a wide variety of people ▪ Use the social communications of others to enrich their understanding of people and their views	**LA #4**

Health, Physical Education, and Family and Consumer Sciences Standards	Key Map
#1: Students will have knowledge and skill to establish and maintain physical fitness, participate in physical activity, and maintain personal health. ▪ Recognize the relationship between behaviors and healthy development ▪ Understand ways to promote health and prevent disease ▪ Demonstrate and practice healthy behaviors ▪ Apply prevention and risk reduction strategies ▪ Analyze the multiple influences which affect health decisions and behaviors and predict consequences for self and others ▪ Monitor cardio-respiratory health and employ strategies to improve cardio-respiratory endurance ▪ Recognize the mental, social, and emotional aspects of good health ▪ Apply decision making process to dilemmas related to personal health ▪ Practice techniques to reduce stress ▪ Acquire facts and information about the effects of substances, violence, nutrition, and sexual activity on body systems.	**HPE/FCS #1**

#2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
 	
  ▪ Demonstrate personally and socially responsible behaviors
  ▪ Demonstrate ways to care for and respect others
  ▪ Assess potentially dangerous situations and demonstrate skills to avoid or reduce risks
  ▪ Analyze how environment and personal health are inter-related
  ▪ Develop skills of cooperation and collaboration to resolve problems and accomplish group goals
	HPE/FCS #2

#3: Students will understand and be able to manage their personal and community resources.
 	
  ▪ Analyze how media and technology influence the selection of health information, products, and services
  ▪ Analyze how information from peers, family, and community influences health behaviors
  ▪ Demonstrate the ability to access community health services for prevention, illness, and other care
  ▪ Apply decision making, problem solving, and management skills in everyday situations
  ▪ Recognize how cultural beliefs influence health behaviors and the use of health services
	HPE/FCS #3

Mathematics, Science, and Technology Standards	**Key Map**

#1: Students will use mathematical analysis and scientific inquiry to pose questions, seek answers, and develop solutions.
 	
  ▪ Use deductive and inductive reasoning to reach mathematical conclusions
  ▪ Use critical thinking skills in the solution of mathematical problems
  ▪ Interpret mathematical ideas using charts, graphs, and tables
  ▪ Perform mathematical computations, compare quantities, and express mathematical relationships
  ▪ Apply facts and information to develop explanations of natural events and living systems
  ▪ Understand and apply the scientific process and methods to formulating questions about and developing explanations for natural events and living systems
  ▪ Conduct experiments and research using scientific tools and record observations
  ▪ Clarify, critically assess, and reconcile the outcomes of experiments with others
	MST #1

#2: Students will apply the knowledge and thinking of mathematics, science and technology to address real-life problems and make informed decisions.
 	
  ▪ Develop skills and strategies for interdisciplinary problem solving
  ▪ Contribute to the work of a brainstorming group, laboratory partnership, or project team by planning procedures, assigning responsibilities, and staying on task whether alone or in a group
  ▪ Accessing information from printed or electronic media and data bases and using the information to define a problem and research solutions
	MST #2

▪ Developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in data ▪ Observing examples of common unifying themes, applying them to problems, and using the observations to better understand the dimensions of the problem ▪ Constructing models, arriving at solutions, and evaluating results ▪ Use a variety of methods to present the solutions and communicate results to others	

Social Studies Learning Standards	Key Map
#1. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, themes, developments, and points, in the history of the United States and the state in which they live. ▪ Explore the meaning of American culture by identifying key ideas, beliefs, and patterns of behavior and traditions that defines and unite Americans. ▪ Investigate the major social, political, economic, cultural, and religious developments in state and national history. ▪ Analyze the factors and processes that contribute to changes in public policy, laws, and values. ▪ Explore the components and responsibilities of citizenship.	**SS #1**

LifeSkills Training Program Lesson Alignments

Level 1: Session 1: Self Image and Self Improvement

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Technique
Define self image	**LA, HPE/FCS**	▪ Names adjectives describing themselves in different setting ▪ Constructs a definition of "self image"	Facilitation Coaching Feedback
Discuss how self-image is formed	**LA, HPE/FCS, SS**	▪ Brainstorms and reports the factors that create self image ▪ Defines the terms "beliefs" and "attitudes"	Facilitation
Identify ways to increase self-image	**LA HPE/FCS**	▪ Lists activities and behaviors that increase self image	Facilitation
Relate self-image to behavior	**LA, HPE/FCS**	▪ Links the definition and causes of self image to effects on behavior ▪ Identify a personal behavior to change or improve	Facilitation Coaching Feedback
Learn and apply a process for changing or improving self-image	**LA, HPE/FCS, MST**	▪ Learns and applies the four components of goal setting to a self improvement project ▪ Explores tips for achieving personal behavior changes ▪ Monitors self for attainment of goal steps over a designated time period	Facilitation Coaching Behavioral Rehearsal Feedback

Level 1: Session 2: Making Decisions

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicator(s)	Cognitive Behavioral Teaching Technique(s)
Demonstrate how decisions are influenced by group pressures	**LA, HPE/FCS, MST**	▪ Defines the terms "decision" and "influence" ▪ Conducts an experiment in group conformity	Facilitation Feedback
Discuss reasons why people are influenced by group members	**LA, HPE/FCS**	▪ Defines the term "pressure" ▪ Processes the results of group conformity experiment ▪ Defines the term "persuasive tactics" and name tactics that are used for influence ▪ Identifies causes and effects of conformity	Facilitation
Identify everyday decisions	**LA, HPE/FCS**	▪ Brainstorms common decisions made at school, at home, and with friends ▪ Identifies the influences for each	Facilitation
Describe how important decisions are made	**LA, HPE/FCS**	▪ Distinguishes between everyday decisions and difficult decisions	Facilitation
Identify a process for making decisions and solving problems	**LA, HPE/FCS, MST**	▪ Practices the 3 C's Decision making model using scripted and unscripted scenarios	Facilitation Coaching Feedback Behavioral rehearsal

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Level 1: Session 3: Smoking: Myths and Realities

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Counter common myths and misconceptions about the use of cigarettes and other forms of tobacco	**LA, HPE/FCS**	▪ Brainstorms the pros and cons of tobacco use ▪ Applies facts about tobacco to counter the myths about tobacco use and establish reasons for not smoking	Facilitation Feedback
Identify that the majority of teenagers and adults are not cigarette smokers	**LA, HPE/FCS, MST**	▪ Defines the terms "minority" and "estimates" ▪ Estimates percentages of teenagers and adults who smoke. ▪ Records data. ▪ Compares group estimates with statistics about tobacco use. ▪ Draws conclusions about the prevalence of use	Facilitation Coaching Feedback
Discus reasons young people have for smoking or not smoking	**LA, HPE/FCS, MST, SS**	▪ Reviews the common myths about smoking ▪ Defines the term "risk factors" and identify risk factors for smoking ▪ Calculates the cost of smoking over periods of time and identify healthy alternatives for spending money ▪ States a personal reason for not smoking and share with peers	Facilitation Coaching Behavioral Rehearsal Feedback
Discus the immediate and long term effects of cigarette smoking and tobacco use	**HPE/FCS, MST**	▪ Identifies the physiological effects of tobacco on body systems ▪ Defines the term "long	Facilitation

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		range" ▪ Distinguishes between short and long term effects of tobacco use ▪ Draws conclusions about the myth that smoking does not have immediate effects on health	
Describe the process of becoming a smoker	**LA, HPE/FCS, MST**	▪ Defines the term "addiction" ▪ Names the steps in the process of becoming a smoker ▪ Describes the four steps for becoming hooked on tobacco ▪ Identifies the consequences of addiction to tobacco ▪ Names reasons why tobacco addiction is difficult to overcome	Facilitation
Identify that smoking is becoming less socially acceptable	**HPE/FCS, SS**	▪ Defines the term "socially acceptable" ▪ Estimates the acceptability of smoking in society ▪ Identifies reasons why smoking is less socially acceptable	Facilitation
Discuss non-smokers' rights	**HPE/FCS, SS**	▪ Defines the term "side stream smoke" ▪ Identifies places where people are no longer allowed to smoke ▪ Names and discuss the factors for the development on non-smoker's rights	Facilitation

Level 1: Session 4: Smoking and Biofeedback

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Acquire information about the immediate physiological effects of smoking	**HPE/FCS, MST**	▪ Identifies the immediate physiological effects of smoking on body systems ▪ Defines the meaning of "chronic" disease and name diseases of the body linked to smoking	Facilitation
Describe the effects of elevated heart rates on the body	**HPE/FCS, MST**	▪ Defines the term "carbon monoxide" ▪ Identifies specific effects of smoking on the cardio respiratory system ▪ Understands how the cardio respiratory system functions ▪ Names the chemical components of tobacco that effect cardio respiratory function ▪ Links the effects of smoking to changes in heart rate	Facilitation
Identify situations that can change heart rates	**HPE/FCS, MST**	▪ Defines the term "anxiety" ▪ Compares and contrasts the health risks and benefits of anxiety, exercise, and smoking on the cardio respiratory system	Facilitation
Discus the purpose and procedure of the tremor test	**HPE/FCS, MST**	▪ Defines the term "biofeedback" ▪ Defines the term "nicotine" ▪ Applies findings	Facilitation Coaching Behavioral Rehearsal Feedback

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		from the tremor test experiment to refute common myths and misconceptions identified in Session 3 i.e. that smoking is relaxing ▪ Identifies the chemicals in tobacco that act as a stimulant and describe their effects on the central nervous system	
Discus the reasons for the difference in pulse rates before and after smoking a cigarette	**HPE/FCS, MST**	▪ Defines the term "pulse" ▪ Demonstrates how to take a pulse measurement using a pulse meter and manually ▪ Records data from the experiment. ▪ Applies findings from the pulse meter experiment to making conclusions about the effects of smoking on the heart ▪ Identifies the causes and effects of elevated pulse rate on cardio respiratory function ▪ Distinguishes between pro health and health risk causes and effects of smoking on the cardio respiratory system i.e. exercise vs. smoking	Facilitation Coaching Behavioral Rehearsal Feedback

Level 1: Session 5: Alcohol: Myths and Realities

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Acquire information to counter common myths and misconceptions about alcohol	**HPE/FCS, MST, SS**	▪ Defines the term "misconception" ▪ Generates myths and realities about alcohol ▪ Applies facts to refute myths and misconceptions	Facilitation Coaching
Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system	**HPE/FCS, MST**	▪ Describes the physical effects of alcohol on the central nervous system and other body systems ▪ Distinguishes between stimulant and depressant effects of drugs ▪ Names behavioral effects of alcohol and link to the physical effects	Facilitation
Recognize that while many people drink, most adults drink only occasionally and in moderation	**HPE/FCS, MST, SS**	▪ Defines the terms "abstinence" and "toleration" ▪ Estimates percentages of teenagers and adults who do not use alcohol, who use alcohol in moderation, and whose use is excessive ▪ Records data. ▪ Compares group estimates with statistics about alcohol use.	Facilitation

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		▪ Draws conclusions about the prevalence of use ▪ Distinguishes between patterns of drinking behavior and identify the key behaviors that characterize each pattern	
Discuss reasons why people do or do not drink	**HPE/FCS, MST, SS**	▪ Identifies risk factors that lead to problem drinking ▪ Identifies reasons why people choose not to drink ▪ Describes the social acceptability of each type of drinking behavior and link to consequences for the individual and society ▪ States a personal reason for not drinking and share with peers	Facilitation Behavioral Rehearsal Feedback

Level 1: Session 6: Marijuana: Myths and Realities

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Acquire information to counter common myths and misconceptions about marijuana	**HPE/FCS**	▪ Defines the term "misconception" ▪ Generates myths and realities about marijuana ▪ Applies facts to refute myths and misconceptions	Facilitation Coaching
Describe what marijuana is	**HPE/FCS, MST**	▪ Defines the terms "marijuana" and "THC"	Facilitation
Discuss the reasons why some teenagers use marijuana	**HPE/FCS, MST**	▪ Estimates percentages of teenagers who use marijuana ▪ Records data. ▪ Compares group estimates with statistics about marijuana use. ▪ Draws conclusions about the prevalence of use ▪ Identifies risk factors for marijuana use	Facilitation
Discuss the realities of what marijuana can and can not do	**HPE/FCS, LA, MST**	▪ Applies facts and information to refute the common myths and misconceptions about marijuana	Facilitation Coaching
Discuss the immediate and long term effects of marijuana on the body	**HPE/FCS, MST**	▪ Defines the terms "psychoactive" and "euphoria" ▪ Identifies the physiological and psychological effects of marijuana	Facilitation Coaching Behavioral rehearsal Feedback

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		on body systems • Defines the term "long range" • Distinguishes between short and long term effects of marijuana use • Draws conclusions about the myth that marijuana use does not have effects on health	
Discuss the legal status of marijuana	**HPE/FCS, LA, SS**	• Defines the terms "illicit", "decriminalization", and "legalization" • Identifies cultural beliefs about marijuana and draw conclusions about the effect of culture on personal choices • States a personal reason for not using marijuana and share with peers	Facilitation Coaching Feedback

Level 1: Session 7: Advertising

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Discuss the purpose of advertising	**LA, HPE/FCS, SS**	▪ Defines the terms "consumer" and "deceptive" ▪ States the reasons for advertising ▪ Understands that advertisers may persuade consumers using exaggeration or deception about the claims of products	Facilitation
Identify common advertising techniques	**LA, HPE/FCS, SS**	▪ Names eleven advertising and describe how each works ▪ Identifies the forms that advertising takes ▪ Defines the term "target group"	Facilitation
Identify and analyze cigarette and alcohol advertisements	**LA, HPE/FCS, SS**	▪ Defines the term "manipulation" ▪ Names the six components of an advertisement ▪ Applies knowledge of advertising techniques to analyzing and identifying the persuasive/manipulative tactics used in cigarette and alcohol ads	Facilitation Coaching Behavioral Rehearsal Feedback
Discuss alternative ways of responding to cigarette and alcohol ads	**LA, HPE/FCS, SS**	▪ Uses information learned in previous smoking lessons to develop counter arguments to advertising messages	Facilitation Coaching

Level 1: Session 8: Violence and the Media

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Identify that the media influences behavior	LA, HPE/FCS, SS	▪ Defines the term "media" ▪ States examples of how media influences individuals and culture	Facilitation
Identify that homicides and other forms of violent behavior are not as common as many people think	LA, HPE/FCS, SS, MST	▪ Estimates the percentage of deaths do to homicide, to homicides occurring during a crime, and to homicides between strangers ▪ Researches facts and gathers data regarding true prevalence of homicides ▪ Applies research to reach conclusion about the true prevalence of homicide vs. media depictions	Facilitation Coaching Feedback
Identify that the media create attractive images as models for violent behavior	LA, HPE/FCS, SS	▪ Defines the term "role model" ▪ Names a movie, TV, or other media character they admire ▪ Names character traits that they admire about the figure ▪ Formulates connections between the behavior of role models and	Facilitation

		■ personal self image and personal behavior ■ Draws conclusions about the outcomes of emulating violent role models	
Identify the reasons for media violence	**LA, HPE/FCS, SS. MST**	■ Names reasons why people enjoy watching violence in the media ■ Watches a television program and using worksheet, records and describes incidences of violence and use of substances by characters in the show ■ Estimates number of hours per week of personal television viewing ■ Acquires facts about frequency of violence in common television shows ■ Analyzes own exposure to media violence	Facilitation Coaching Behavioral Rehearsal Feedback
Discuss violent imagery in games and music	**LA, HPE/FCS, SS. MST**	■ Identifies video and computer games as types of media that contain violent images and messages ■ Estimates percentage of computer games that contain violent images and compares estimates with accurate data regarding	Facilitation Coaching Behavioral Rehearsal Feedback

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		• prevalence of violence in games • Analyzes personal music choices for the prevalence of violent messages • Draws conclusions about whether violent messages depict or distort reality	
Discuss the harmful effects of media violence	**LA, HPE/FCS, SS**	• Brainstorms ways that media violence may be harmful • Connects exposure to media violence with violence as a learned and preventable health risk behavior	Facilitation
Discuss ways to resist media influence	**LA, HPE/FCS, SS**	• Generates personal strategies for reducing exposure to media violence • Applies facts and information from the lesson to analyze the reality basis of a media depiction of violence. • Describes the effects and influence of media images on personal self image	Facilitation Coaching Behavioral rehearsal Feedback

Level 1: Session 9: Coping with Anxiety

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Define "anxiety"	**HPE/FCS, MST, LA**	▪ Defines the term "anxious"	Facilitation
Identify physical "symptoms" of nervousness	**HPE/FCS, MST**	▪ Names the physical effects of anxiety	Facilitation
Discuss common situations which produce nervousness	**HPE/FCS, MST**	▪ Identifies personal anxiety triggers ▪ Analyzes and rates personal responses to a variety of anxiety causing situations ▪ Compares and contrasts the similarities and differences in causes and effects of anxiety between self and peers	Facilitation Coaching Feedback
Discuss alternative ways of dealing with anxiety-inducing situations	**HPE/FCS, MST**	▪ Defines the term "coping" ▪ Identifies common ways of dealing with anxiety ▪ Assesses the health risk or health protective value of each strategy	Facilitation
Demonstrate the techniques for coping with anxiety	**HPE/FCS, MST**	▪ Defines the term :relaxation" ▪ Learns the steps for three anxiety prevention and reduction techniques: Deep breathing, Mental Rehearsal, and Body Relaxation ▪ Practices the steps in each technique ▪ Reports on the outcomes of each practice session in reducing personal anxiety	Facilitation Coaching Behavioral Rehearsal Feedback

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Level 1: Session 10: Coping with Anger

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Experience and define anger	**HPE/FCS, MST**	▪ Defines the term "anger"	Facilitation
Identify physical "symptoms" of anger	**HPE/FCS, MST**	▪ Names the physical effects of anger	Facilitation
Discuss common situations which provoke anger	**HPE/FCS, MST**	▪ Identifies personal anger triggers ▪ Analyzes and rates personal responses to a variety of anger causing situations ▪ Compares and contrasts the similarities and differences in causes and effects of anger between self and peers	Facilitation Coaching Feedback
Discuss reasons for keeping anger under control	**HPE/FCS, MST**	▪ Defines the term "control" ▪ States the benefits of controlling anger	Facilitation
Discuss ways to control anger	**HPE/FCS, MST**	▪ Identifies common ways of dealing with anger ▪ Assesses the health risk or health protective value of each strategy ▪ Describes the causes and effects of letting anger get out of control	Facilitation
Practice techniques for controlling anger	**HPE/FCS, MST**	▪ Defines the term "reframing" ▪ Learns the steps for four anger prevention and reduction techniques: Warning Light, Counting to Ten, Self Statements, and Reframing ▪ Practices the steps in each technique ▪ Reports on the outcomes of each practice session in reducing personal anger	Facilitation Coaching Behavioral rehearsal Feedback

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Level 1: Session 11: Communication Skills

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Define communication	**LA, SS, HPE/FCS**	▪ Defines the terms "communication", "effective", "interpersonal", and "message" ▪ Names factors that result in effective communication	Facilitation Behavioral Rehearsal Feedback
Discuss verbal and non-verbal communication	**LA, SS, HPE/FCS**	▪ Defines the terms "non-verbal", "verbal", "contradictory", and "ambiguous" ▪ Distinguishes verbal and non-verbal forms of communication ▪ Gives examples of verbal and non-verbal forms of communication ▪ Identifies the consequences of inconsistency in verbal and non-verbal messages during communication with others	Facilitation Coaching Feedback
Define misunderstanding	**LA, SS, HPE/FCS**	▪ Defines the terms "misunderstanding" and "response"	Facilitation
Discuss how misunderstandings develop	**LA, SS, HPE/FCS**	▪ Deconstructs a personal experience where a message was misunderstood ▪ Identifies the causes and effects of misunderstandings	Facilitation Coaching Feedback
Discuss how misunderstandings can be avoided	**LA, SS, HPE/FCS**	▪ Defines the term "paraphrase" ▪ States and describes the four steps for avoiding misunderstandings ▪ Practices the four steps using scripted and unscripted scenarios	Facilitation Coaching Behavioral Rehearsal Feedback

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Level 1: Session 12: Social Skills (A)

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Recognize that many people feel shy or uncomfortable in social situations	**LA, HPE/FCS**	▪ Assess personal levels of comfort in social situations ▪ Generates reasons why people may feel shy in social situations	Facilitation
Discuss how shyness can be overcome	**LA, HPE/FCS**	▪ Defines the term "self confident" ▪ Names and practices the five strategies for overcoming shyness ▪ Applies anxiety reduction techniques from Lesson 9 to experiences of social anxiety and shyness	Facilitation Coaching Behavioral Rehearsal Feedback
Practice making social contacts	**LA, HPE/FCS**	▪ Defines the term "initiating" ▪ Identifies the challenges of social contacts with new and unknown people vs. the comfort of social interaction with friends ▪ Develops and practices "opener" scripts for simple greetings with someone unknown	Facilitation Coaching Behavioral Rehearsal Feedback
Practice giving and receiving compliments	**LA, HPE/FCS**	▪ Defines the term "compliment" ▪ Names reasons why people may have difficulty giving and receiving compliments ▪ Identifies things (appearance, skill,	Facilitation Coaching Behavioral Rehearsal Feedback

		personal traits) that they can compliment others about ▪ Names the three steps for giving compliments and the two steps for receiving compliments ▪ Practices giving and receiving compliments with peers	
Practice initiating, sustaining, and ending conversations	**LA, HPE/FCS**	▪ Defines the term "sustain" ▪ Identifies that conversations have three phases: beginning, sustaining, and ending ▪ Applies verbal and non verbal communication skills to constructing scripts for each stage of a conversation ▪ Practices each stage of communication with peers	Facilitation Coaching Behavioral Rehearsal Feedback

Level 1: Session 13: Social Skills (B)

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Discuss what attributes attract individuals to one another	**LA, HPE/FCS**	▪ Defines the term "attributes" ▪ Names attributes that make a person attractive or appealing ▪ Distinguishes between physical and non-physical attributes that contribute to personal attractiveness ▪ Concludes that ideas about attractiveness may vary from person to person, and culture to culture.	Facilitation
Apply general social skills to interactions with someone you are attracted to	**LA, HPE/FCS**	▪ Defines the term "interaction" ▪ Identifies reasons for awkwardness when initiating a conversation with someone they are attracted to ▪ Applies and practices peer to peer conversation skills from Lessons 11 and 12 to close personal or romantic relationships ▪ Links the applicability of conversation skills to all types of conversational settings	Facilitation Coaching Behavioral Rehearsal Feedback
Identify new and different social activities	**LA, HPE/FCS**	▪ Brainstorms activities to do with others	Facilitation

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		▪ Collaborates with peers to expand ideas about fun social activities	
Discuss ways to approach others with ideas for social activities	**LA, HPE/FCS**	▪ Generates ideas about best approaches to asking someone out for one to one or group social activities ▪ Analyzes the effectiveness of each approach ▪ Names and explains the components for the three tips for asking someone out ▪ Practices effective approaches with peers	Facilitation Coaching Behavioral Rehearsal Feedback
Discuss ways of responding when asked out	**LA, HPE/FCS**	▪ Brainstorms responses for how to respond when being asked to go to a social activity ▪ Analyzes the effectiveness of each response ▪ Names and explains the three options for responding to requests to go to a social activity ▪ Develops scripts for each of the three options ▪ Applies learning from previous lessons to peer to peer practice of effective responses to requests to go to a social activity	Facilitation Coaching Behavioral Rehearsal Feedback

Level 1: Session 14: Assertiveness

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Identify common situations where people often fail to be assertive	**LA, HPE/FCS**	• Identifies personal situations where it was difficult to express feelings or stand up for self • Shares situations with peers and notes commonality of experience	Facilitation
Identify persuasive tactics	**LA, HPE/FCS**	• Defines the terms "assertive", "passive", "aggressive", and "persuasion" • Brainstorms techniques that others may use to persuade or influence • Evaluates personal vulnerability to specific persuasive techniques • Names reasons for not be assertive • Identifies the three behavioral responses to persuasion and influence as assertive, passive, and aggressive • Names the benefits of being assertive • Names the consequences of being passive or aggressive	Facilitation
Identify and practice verbal and non verbal assertive skills	**LA, HPE/FCS**	• Describes the components of the three verbal assertive skills:	Facilitation Coaching Behavioral Rehearsal Feedback

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		Saying No, Making Requests, and Asserting Rights ▪ Describes the components of the six non-verbal assertive skills ▪ Integrates verbal and non verbal assertive skills and demonstrates skills in peer to peer practice	
Discuss alternate ways for dealing with situations where teenagers are pressured to smoke, drink, or use marijuana	**LA, HPE/FCS**	▪ Brainstorms "high risk" situations of influence or persuasion to use substances ▪ Develops additional strategies for resisting influence and persuasion to use substances ▪ Develops scripts for each strategy and demonstrates and practices drug refusal skills with peers	Facilitation Coaching Behavioral Rehearsal Feedback

Level 1: Session 15: Resolving Conflicts

LST Session Goals and Objectives	Universal Learning Standard(s)	Performance Indicators	Cognitive Behavioral Teaching Techniques
Identify negotiation as the preferred method for resolving conflicts	**LA, HPE/FCS, SS**	▪ Defines the term "negotiation" ▪ Identifies that conflicts can prevent accomplishment personal goals and hurt relationships ▪ Names the three common reactions to conflicts ▪ Brainstorms additional reactions to conflict ▪ Analyzes the outcome of each reaction on achieving personal goals and maintaining relationships	Facilitation Coaching Feedback
Review techniques for controlling anger, assertiveness, communication skills, and decision making skills and apply them to conflict situations	**LA, HPE/FCS, SS**	▪ Generates examples of real-life conflict situations that occur among peers ▪ Identifies and links skills from previous *LST* lessons to goal of controlling anger in conflict situations	Facilitation
Recognize that consensus building and problem solving skills can resolve conflicts	**LA, HPE/FCS, SS**	▪ Defines the term "win-win situation" ▪ Examines the components of the techniques of consensus building and problem solving as conflict resolution techniques	Facilitation

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Appendix A: Fidelity and Enhancements to the LST Curriculum

The Four Fidelity Guidelines

Fidelity refers to the core components of the program. Core components describe those aspects of the program that are critical to its effectiveness. In the LifeSkills Training program fidelity to the core components, and resultant effectiveness, is achieved by observing and practicing the following guidelines:

- **Teach the full scope and sequence of the LST Curriculum**
  Teach all lessons in the order given, making all of the teaching points in each lesson

- **Teach at least one time per week for consecutive weeks until all units are taught.**
  The curriculum may be taught more than one time per week but must be taught at least one time per week, in consecutive session

- **Use interactive, cognitive / behavioral teaching strategies.**
  Students acquire skills when interactive teaching skills (coaching, facilitation, behavioral rehearsal, and feedback) are used.

- **Teach the booster sessions.**
  LST is a three-year program. Levels 2 and 3 are booster sessions. Research has established that booster sessions increase the effectiveness of the program.

  If you have any questions about whether your implementation meets the fidelity guidelines, please call NHPA at 1-800-293-4969 for consultation.

Can I Enhance *LST* Activities?

Teachers frequently ask if they can substitute or modify activities in the *LST* curriculum to better meet the needs of their students. If you can answer "yes" to each of the following questions, your activity or version probably has a foundation in cognitive behavioral / social learning theory.

- Does the activity meet the learning objectives stated in the *LST* lesson?

- Does the activity present opportunity for peer-to-peer practice and acquisition of a cognitive or behavioral skill?

- Does the activity present information that focuses on short term or immediate effects and is developmentally appropriate and relevant to the age group?

- Does the activity provide modeling and practice of pro-health, pro-social choices and behaviors?

- Does the activity use interactive teaching strategies?

- Do I have time to do this activity and met the fidelity guidelines for teaching the full scope and sequence of the lesson?

Remember that:

1. A major difference between *LifeSkills Training* and other programs is that it is based upon the acquisition and practice of cognitive and behavioral skills. Competency enhancement and application is what changes norms and behavior.

2. Programs and activities that are based on scare tactics or other arousal of affect, provision of drug information, "role playing" anti-social behavior, didactic, judgmental or authority-based teaching modalities are *not effective* in changing adolescent behavior.

3. For any activity, you need to ask yourself objectively, "What skills are being taught and practiced here? Do they meet the objectives of the lesson?"

Rather than create new activities:

1. Think of modifications such as those that utilize a variety of learning styles and techniques, and provide opportunities for all students to participate.

2. Focus on adaptations that would make *LST* relevant to your students' particular culture(s), geographic setting(s) or other variables.

Appendix B: The Cognitive Behavioral Teaching Skills

There are four cognitive behavioral teaching techniques: Facilitation, Coaching, Behavioral Rehearsal, and Feedback. This resource identifies the critical teaching behaviors for each technique.

Facilitating: Use this technique to develop cognitive (thoughts, ideas, feelings, facts, and information) change

- State purpose of discussion
- Clarify goals
- Stimulate and steer discussion by asking open-ended questions
- Non-intimidating questions
- Allow sufficient "wait time"
- Correct misinformation
- Keep order
- Give positive feedback
- Maintain comfort and monitor self-disclosure
- Closure/Summary

Coaching: Use this technique to develop behavioral (skills) change and acquisition

- Define goal
- Give explicit, step-by-step instructions of behavior
- Demonstrate behavior correctly (teacher or student)
- Review step-by-step instruction
- Organize practice (in small groups, pairs or individually)
- Elicit and give feedback
- Reinforce effective behavior
- Closure: Provider has final word - bring it back to goal

Behavioral Rehearsal: Use these techniques to develop behavioral (skill) change and acquisition

- State purpose and define goal
- Recruit volunteers
- Describe scenario
- Give each participant specific instruction on their role and what they should do during behavioral rehearsal and give direction
- Set explicit time limit (1-2 minutes)

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- Have students practice the skill

- Give and elicit suggestions and directions to steer behavioral rehearsal toward goal as needed

- Bring behavioral rehearsal to a close

The most important part of a skill practice session is processing what the students learned from the practice. Use the four open questions to process what was learned in the practice.

The Four Open Questions:

1. **Observe**
   "What did you see, hear, feel, think?"
   "What happened?"

2. **Analyze**
   "Why did these things happen?"
   "Describe the causes and effects."

3. **Predict**
   "What could or would happen if…?"

4. **Suggest**
   "What are some other choices or options?"
   "What else could you do?"
   "How could you use what you learned?"

Feedback: The purpose of feedback is to reflect on the strengths and challenges of personal performance and to give and receive information about strengths and challenges from peers. The information discovered in feedback may be used for individual or group change.

Sender	Receiver
1. **"Would you like some feedback?"**	"Yes", "No", "Not right now…"
2. **"I liked…"** *(for example)* …how you spoke up so we could hear you." …your enthusiasm and energy." …the way you directed the discussion."	"Thank you."
3. **"How about…"** *(for example)* …looking at the speaker directly." …writing down the ideas from the group." …using pictures instead of words."	"Thank you."